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ABSTRACT

Data taken from four studies of behavioristic and humanistic precollege psychology teachers in Florida and Mississippi are examined with respect to the objectives for offering and reasons for taking the psychology course, the topics and content that are and should be included in the course, and the audiovisual and instructional aids that are desired by both teachers and students for use in these courses. The teachers were compared in one form or another along 105 different variable combinations and were found to be statistically similar on 104 of them. When the two groups of teachers were compared with the various combinations of student response data, it was found that they were statistically similar on 83 of the 84 variables on which coefficients were computed. Finally, all 15 of the correlations among student data were found to be significant. Hence, only two of the 204 coefficients computed among these various group data were found to be at a nonsignificant level of agreement. Since these teachers were "identical" to one another and in their agreement with their students, the answer to who comes closest to meeting the needs and wants of precollege psychology students is simple: neither. This answer is significant in the fact that there is now empirical support for the argument that humanistic and behavioristic approaches to psychology are not dichotomous, but are indeed complementary to each other. (MJB/Author)

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Meeting the Needs of Precollege Psychology Students:

Who Comes Closest:

Humanistic or Behavioristic Teachers?

Dr. Robert J. Stahl

Assistant Professor of Education
Mississippi University for Women
Columbus, Mississippi 39701

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Meeting the Needs of Precollege Psychology Students:

Who Comes Closest:

Humanistic or Behavioristic Teachers?

Robert J. Stahl

The controversy over whether or not precollege psychology courses are "Humanistic" or "Behavioristic" in their orientation, content, methodology, and approach is a continual one among rather distant observers of this curriculum area. Stahl (1976, 1977) provided evidence that such a controversy may be a moot one to argue since what actually exists in the precollege psychology classrooms of these two apparently dichotomous groups is the same thing. According to his research in Florida and Mississippi secondary schools, Stahl has found that in actuality there exists very little difference between Humanistic and Behavioristic teachers (and their classes) in:

- (a) The type, size, and location of the schools in which they offered their courses;
- (b) The racial composition of their schools' student population;
- (c) The number of sections of psychology they taught each day;
- (d) The length of their separate psychology courses;
- (e) The number of students on the average who enroll in their courses;
- (f) The racial composition of their classes;
- (g) The degree level of their college training;
- (h) The current area of their teacher licenses or certificates;
- (i) The number of semester credit hours in psychology they earned in their college coursework;
- (j) The level of their perceived adequacy towards teaching the psychology course;
- (k) The objectives they posited for their courses;
- (l) The topics and content they included in their courses;
- (m) The topics and content they thought should be included in their courses;
- (n) The methods they used in teaching their psychology courses;
- (o) The extent to which they felt a need for more instructional aids to assist them in their courses;
- (p) The degree to which they indicated they would use these instructional materials if they were made available to them;
- (q) The types of instructional materials and audio-visual aids they indicated they wanted to see made available to them for their use.

Of the 92 variables investigated for the 98 Humanistic and 58 Behavioristic Florida psychology teachers, a statistically-significant difference ($p < .05$) between these two groups of teachers was found for only four variables: (a) the objectives adjusting to life and vocational planning they set for their courses; (b) the use of the lecture-discussion method in their classrooms; and (c) the need for values clarification sheets they desired for their courses. Even here, they agreed on the exact ranking for three of these four variables. Of the 98 variables studied for the 16 Humanistic and 15 Behavioristic Mississippi psychology teachers, only five possessed significant differences between these two groups.

Stahl concluded that while individual teachers within each group varied widely with others in their respective group, when lumped together there existed no real clear-cut differences between Humanistic and Behavioristic teachers and their course content, objectives, methodology, and approach. Hence, the labels "Humanistic" and "Behavioristic" have no functional value in distinguishing teachers or courses from one another. Subsequently, these two labels should not be used to infer that any specific methodology, orientation, or approach can be associated with either label as if real differences did actually exist between these "Humanistic" and "Behavioristic" teachers and their courses.

In 1974-75 and 1975-76, Stahl also surveyed 1,215 Florida and 724 Mississippi high school students who were enrolled in precollege psychology courses in their respective states. The results of these surveys revealed that Florida and Mississippi psychology students were nearly identical in their demographic characteristics (i.e., age, sex, race, grade level, and grade received in Psychology for the previous grading term). These data also revealed they were quite similar in the reasons they had for signing up for the course, the topics they wanted taught, and the materials and audio-visual aids they wanted their teachers to use to teach them psychology.

This paper presents the analysis of the data obtained from these four surveys and compares the results along the following lines:

- (a) the 98 Florida Humanistic teachers (FH) contrasted with their 58 Behavioristic counterparts (FB);
- (b) the 16 Mississippi Humanistic teachers (MH) contrasted with their 15 Behavioristic counterparts (MB);
- (c) the 114 total Humanistic teachers from both states (TOTAL H) contrasted with the 73 total Behavioristic teachers (TOTAL B);
- (d) the 98 Florida Humanistic (FH) and 58 Behavioristic (FB) teachers contrasted with the 1,215 Florida (F) students;
- (e) the 16 Mississippi Humanistic (MH) and 15 Behavioristic (MB) teachers contrasted with the 724 Mississippi (M) students; and
- (f) the 114 total Humanistic teachers (TOTAL H) and 73 total Behavioristic teachers (TOTAL B) contrasted with the total 1,939 Florida and Mississippi students.

These data will be examined in respect to the objectives for offering (reasons for taking) the psychology course, the topics and content which are and should be included in the course, and the audio-visual and instructional aids that are desired by both teachers and students for use in these courses.

Course Objectives

One way to determine whether or not a course is approached or oriented in similar or different directions is by comparing the objectives set for the course by the separate groups of teachers. A list of 12 objectives frequently cited for high school psychology courses was included on the survey form with instructions to check any and all those the teacher set for their courses (see Appendix, Tables 1-4). The FH teachers agreed at a much higher level with their MH counterparts (.92) than they did with their FB counterparts (.66) in the priorities they gave for these instructional objectives (see Table 1). The FB teachers likewise agreed highly with their MB counterparts on

All coefficients used here are based upon the Spearman Rank Correlation procedure.

TABLE 1

3

Spearman Rank Order Correlation Coefficients Relative to the Objectives the Humanistic and Behavioristic Teachers Posited For Their Psychology Courses and the Reasons Why the Students Enrolled in These Courses.

GROUPS	Fla Hum.	Fla Beh.	Miss Hum.	Miss Beh.	Tot Hum.	Tot Beh.	Tot HAB	Fla Stud	Miss Stud	Tot Stud
98 Fla Humanistic	-	.66	.92	.55	.99	.63	.94	.69	.76	.73
58 Fla Behavioristic		-	.69	.89	.66	.96	.80	.73	.72	.74
16 Miss Humanistic			-	.59	.94	.66	.97	.63	.65	.63
15 Miss Behavioristic				-	.54	.96	.68	.56	.56	.60
114 Total Humanistic					-	.63	.95	.71	.77	.74
73 Total Behavioristic						-	.76	.67	.66	.70
187 Total Human & Behav							-	.72	.75	.73
1,215 Fla Students								-	.98	.99
724 Miss Students									-	.99
1,939 Total Fla & Miss St										-

N = 12 Objectives

All 45 correlation coefficients are significant at the .05 level.

$p < .01$, $r_s = .71$

$p < .05$, $r_s = .49$

TABLE 2

Spearman Rank Order Correlation Coefficients Relative to the Topics and Content the Humanistic and Behavioristic Teachers Included in Their Psychology Courses and the Topics the Students Wanted to See Taught in These Courses.

GROUPS	Fla Hum.	Fla Beh.	Miss Hum.	Miss Beh.	Tot Hum.	Tot Beh.	Tot HAB	Fla Stud	Miss Stud	Tot Stud
98 Fla Humanistic	-	.85	.71	.77	.94	.86	.97	.59	.39	.51
58 Fla Behavioristic		-	.68	.77	.86	.99	.92	.61	.37	.51
16 Miss Humanistic			-	.51	.74	.66	.75	.78	.69	.79
15 Miss Behavioristic				-	.78	.84	.82	.53	.31	.43
114 Total Humanistic					-	.87	.94	.66	.44	.58
73 Total Behavioristic						-	.93	.62	.36	.51
187 Total Human & Behav							-	.66	.42	.57
1,215 Fla Students								-	.88	.98
724 Miss Students									-	.94
1,939 Total Fla & Miss St										-

N = 22 Topics

Only 1 of these 45 correlation coefficients (.31) was found not to be significant at the .05 level.

$p < .01$, $r_s = .51$

$p < .05$, $r_s = .36$

the stress they placed on these different objectives (.89). The MH and MB teachers tended to agree less often on the priorities they placed on the objectives listed (.59). The TOTAL H and TOTAL B teachers also were similar in their rankings of these objectives (.63). Hence, the conclusion is that these two groups of teachers tended to stress the same objectives at about the same levels of priority in their respective precollege psychology classrooms.

The students were given the identical 12 objectives as were given the teachers except that the wording was altered to convert the objectives into reasons for taking the course instead of objectives in offering it. They also could check any and all the reasons they had for enrolling in their psychology course. The results revealed that the FH and FB teachers were nearly identical in the level of compatibility between their course objectives and the reasons why the F students signed up for their courses (.69 and .73, respectively). A similar pattern of compatibility was found in comparing the MH and MB teachers with the M students (.65 and .56, respectively). Overall, the 114 TOTAL H and 73 TOTAL B teachers were also very similar in their rankings of these objectives when compared to the reasons the 1,939 TOTAL students gave for enrolling in psychology courses in these two states (.74 and .70, respectively). Incredibly, the F and M students agreed almost completely on the reasons why they took their psychology courses (.98).

Course Content (What is taught)

Information was obtained relative to the topics and content which these two groups of teachers included in their respective courses. A list of 22 topics frequently covered in precollege psychology courses was provided as were instructions to check any and all of those topics which the teachers actually did cover in their courses (see Appendix, Tables 5-8). The analysis of the results of the rankings revealed that the FH teachers taught much the same content as their FB counterparts (.85) and their MH colleagues (.71). The FB teachers were in close agreement with their MB counterparts (.77). (See Table 2). At the same time, the MH and MB teachers were not so similar in the priority rankings their groups assigned these topics (.51). Interestingly, when rankings for the combined TOTAL H and TOTAL B were analyzed, it was found that these two sets of teachers taught very much the same content and topics in their (seemingly or supposedly diverse?) respective courses (.87).

The rankings for what these teachers included in their courses were compared to the rankings reflecting what their students wanted to see taught in their psychology courses (see Table 2). The student data were obtained from their frequency totals regarding the same 22 topics which were listed on the teacher questionnaire form. The results of the rank-order correlation analysis revealed that the FH and FB teachers were very similar in the amount of agreement they had between what they actually included in their courses and what the 1,215 F students thought should be included in them (.59 and .61, respectively). A more dramatic difference appeared to exist between the MH and MB teachers in their comparison with the wishes of the 724 M students (.69 and .31, respectively), but this difference was not found to be significant when the two coefficients were compared statistically. And as a whole, the TOTAL H teachers fared better than the TOTAL B teachers in their agreement with all 1,939 students from the two states (.58 and .51, respectively). This contrast between teachers and students must be considered in light of the higher level of correlation attained between the two sets of students (.88).

These data suggest that in general, H and B teachers are more likely to agree with their fellow teaching counterparts on the content they include in their respective courses than they are to agree with the content and topics the students believed should be included in these courses. Interestingly, of the 45 Spearman rank order correlation coefficients found in Table 2, only one (.31) was found to be at a

statistically insignificant level ($p < .05$). And, while these different correlations may appear to show vast differences in the levels of agreement (e.g., .31 contrasted with .69), these two coefficients are not statistically different from each other to warrant the conclusion that one is that much different from the other in respect to the particular variable being considered. This interpretation holds true for all data and coefficients reported here.

Course Content (What ought to be taught)

Believing that in some cases teachers are restricted or handicapped from teaching the topics and content they really think should be taught in their psychology courses, an item included in the survey asked these teachers to mark those topics they thought ought to be included in precollege psychology courses. The same list of 22 topics as provided previously for another item was included in the questionnaire (see Appendix, Tables 9-12). The results of the data analysis of their rankings for this set of topics revealed that the FH teachers were at a high level of agreement with their FB counterparts (.87) and the MH teachers (.92) as to the topics they thought should be included in their courses (see Table 3). The FB teachers agreed with their MB colleagues on the topics their courses should contain (.84). And, the MH and MB agreed on the priorities that should be given to the topics they believed these courses should contain (.67). As collective groups, the 114 TOTAL H and 73 TOTAL B teachers agreed very highly as to the topics and content these courses should include (.86).

The rankings for what these teachers thought should be included were compared to the rankings given by students as to the topics they wanted their psychology courses to contain. The FH and FB teachers tended to be somewhat similar in the degree of their consistency with the rankings assigned these 22 topics with those rankings assigned by the 1,215 F students (.77 and .60, respectively). This pattern was also found among the MH and MB teachers and their students (.64 and .44, respectively). When lumped together, the TOTAL H had a slightly higher correlation coefficient than their TOTAL B counterparts (.70 and .55, respectively) in regards to their consistency with the rankings by the 1,939 F and M students.

Table 4 illustrates the degree of agreement between the various groups of H and B teachers for the topics they actually included in their courses and those they believed should be included in these precollege psychology courses. The high levels of consistency between these two sets of rankings as evidenced by Table 4 reveals that in general both sets of teachers were actually teaching the content and topics they thought should be included in their psychology courses. Hence, there appear to be few restraints which operate to prevent these teachers as a group from including in their courses what they believe should be taught in them. However, this is not to suggest that individual teachers in one or both groups are free of all handicaps or restraints which might prevent them from including certain content they believe they should be allowed to include in their courses. Nor does it suggest that these teachers all have the same level of academic freedom to teach these topics to the depth and degree they believe these topics and concepts should be covered. And, if teachers set as part of their objectives for a course the topics they believe should be covered during the course, then these data would suggest that teachers in both groups are relatively successful in at least covering most of the topics these content-specific objectives imply must be covered. Finally, these data do not reflect in any way on the quality of which these topics and material are covered and/or learned; they merely represent quantitative data relevant to this issue.

TABLE 3

6

Spearman Rank Order Correlation Coefficients Relative to the Topics and Content the Humanistic and Behavioristic Teachers Thought Should be Included in Precollege Psychology Courses and the Topics the Students Wanted to See Taught in These Courses.

GROUPS	Fla Hum.	Fla Beh.	Miss Hum.	Miss Beh.	Tot Hum.	Tot Beh.	Tot H&B	Fla Stud	Miss Stud	Tot Stud
98 Fla Humanistic	-	.87	.92	.78	.99	.87	.98	.77	.60	.70
58 Fla Behavioristic		-	.73	.84	.85	.99	.94	.60	.39	.51
16 Miss Humanistic			-	.67	.94	.74	.88	.76	.64	.72
15 Miss Behavioristic				-	.78	.90	.86	.65	.44	.58
114 Total Humanistic					-	.86	.97	.77	.61	.70
73 Total Behavioristic						-	.94	.64	.42	.55
187 Total Human & Behav							-	.76	.59	.69
1,215 Fla Students								-	.88	.98
724 Miss Students									-	.94
1,939 Total Fla & Miss St										-

N = 22 Topics

All 45 correlation coefficients are significant at the .05 level.

$p < .01$, $r_s = .51$ $p < .05$, $r_s = .36$

TABLE 4

Spearman Rank Order Correlation Coefficients Relative to the Relationship Between the Topics and Content the Humanistic and Behavioristic Teachers Actually Taught in Their Psychology Courses and the Topics and Content These Same Teachers Thought Should be Included in Psychology Courses Offered on the Precollege Level.

GROUPS	Fla Hum.	Fla Beh.	Miss Hum.	Miss Beh.	Tot Hum.	Tot Beh.	Tot H&B	Fla Stud	Miss Stud	Tot Stud
98 Fla Humanistic	.88	-	-	-	.89	-	.87	-	-	-
58 Fla Behavioristic		.82	-	-	-	.85	.81	-	-	-
16 Miss Humanistic			.75	-	.80	-	.80	-	-	-
15 Miss Behavioristic				.85	-	.80	.78	-	-	-
114 Total Humanistic					.87	-	.87	-	-	-
73 Total Behavioristic						.86	.82	-	-	-
187 Total Human & Behav							.88	-	-	-
1,215 Fla Students								-	-	-
724 Miss Students									-	-
1,939 Total Fla & Miss St										-

N = 22 Topics

All 17 correlation coefficients are significant at the .005 level ($r_s = .56$)

Instructional Aids and Audio-Visual Material Resources

Information was also obtained from these teachers as to the types of instructional aides and resources they wanted to see made available to them for their use in teaching psychology. The students were asked to check those audio-visual aids and materials they wanted to see their teachers use in teaching them psychology (see Appendix, Tables 13-16). Fifteen items were listed on each questionnaire form with some slight differences in the exact items provided on the teacher and student forms. The F and M teachers received the same 15 items and the F and M students were given the same items to check off.

Table 5 identifies the correlation coefficients comparing the items each group was provided containing all 15 items in common with their particular questionnaire form. Table 6 identifies the coefficients comparing only the 13 items which were common to both the teacher and student survey forms. As Table 5 reveals, the FH teachers compared highly with their FB (.84) and MH (.68) counterparts in the types of instructional materials they wanted to have for their courses. The FB teachers fared less well with their MB colleagues (.53). As a combined group, the TOTAL H and TOTAL B teachers were much alike in the kinds of materials they wanted to use in their psychology classrooms (.77). The high coefficients among the students reveals nearly identical needs they had relative to the instructional materials they wanted their teachers to use to teach them psychology (.94, .96, and .98, respectively).

When the groups were compared for only those 13 items common to all the survey forms, the degree of agreement among these groups rose (Table 6). The FH teachers agreed more closely with their FB counterparts (.88) and their MH colleagues (.83) while the FB and MB teachers also increased the level of their agreement for these materials (.79). The MH and MB teachers had a respectable level of consistency in the degree of their needs for these instructional materials (.63). As combined groups, the TOTAL H and TOTAL B teachers has a high level of consistency between their mutual desires and needs relative to these items (.82). In comparing the needs of these teachers with the desires of their students, the FH and FB teachers were in close agreement with the desires of their students' rankings (.80 and .77, respectively) as were the MH and MB teachers with their students (.79 and .81, respectively). When compared to the TOTAL student rankings, the TOTAL H and TOTAL B teachers were identical in the degree of compatibility in rankings with their students (.71).

Summary and Conclusions

In reviewing the data found in Tables 1 through 6, the Humanistic and Behavioristic teachers in one form or another were compared along 105 different variable combinations and were found to be statistically similar ($p < .05$) on 104 of them. When the two groups of teachers were compared with the various combinations of student response data, it was found that they statistically similar on 83 of the 84 variables on which coefficients were computed. Finally, all 15 of the correlations among student data were found to be significant. Hence, only 2 of the 204 coefficients computed among these various group data were found to be at an insignificant level of agreement.

These results indicate that there is no real difference between these two sets of teachers in their course objectives, content, and topics; in their beliefs about what these courses should include in terms of content and topics; in their level of consistency between what they believe should be taught and what they actually teach in these courses; and in their priorities for the types of audio-visual and other instructional aids they would like to see made available to them for teaching their courses. Thus, as groups of teachers, these teachers are for the most part identical to each other.

TABLE 5

Spearman Rank Order Correlation Coefficients Relative to the Types of Audio-Visual Aids and Instructional Materials the Humanistic and Behavioristic Teachers Wanted to See Made Available to Them For Use in Teaching Psychology and the Types of These Materials Their Students Wanted To See Them Use: Rankings for All 15 Items.

GROUPS	Fla Hum.	Fla Beh.	Mis Hum.	Mis Beh.	Tot Hum.	Tot Beh.	Tot H&B	Fla Stud	Mis Stud	Tot Stud
98 Fla Humanistic	-	.84	.68	.40	.99	.74	.96	NA	NA	NA
58 Fla Behavioristic		-	.59	.53	.87	.92	.91	NA	NA	NA
16 Miss Humanistic			-	.51	.70	.52	.75	NA	NA	NA
15 Miss Behavioristic				-	.42	.64	.56	NA	NA	NA
114 Total Humanistic					-	.77	.98	NA	NA	NA
73 Total Behavioristic						-	.84	NA	NA	NA
187 Total Human & Behav							-	NA	NA	NA
1,215 Fla Students								-	.94	.98
724 Miss Students									-	.96
1,939 Total Fla & Miss St.										-

N = 15 Types of Instructional Aids and Resources

$p < .01$, $r_s = .62$ $p < .05$, $r_s = .44$

TABLE 6

Spearman Rank Order Correlation Coefficients Relative to the Types of Audio-Visual Aids and Instructional Materials the Humanistic and Behavioristic Teachers Wanted to See Made Available to Them For Use in Teaching Psychology and the Types of These Materials Their Students Wanted To See Them Use: Rankings for the 13 Items Which Were Common to All the Questionnaire Survey Forms.

GROUPS	Fla Hum.	Fla Beh.	Mis Hum.	Mis Beh.	Tot Hum.	Tot Beh.	Tot H&B	Fla Stud	Mis Stud	Tot Stud
98 Fla Humanistic	-	.88	.83	.51	.99	.79	.97	.80	.74	.72
58 Fla Behavioristic		-	.79	.63	.91	.95	.93	.77	.73	.70
16 Miss Humanistic			-	.63	.86	.76	.89	.67	.79	.74
15 Miss Behavioristic				-	.53	.75	.64	.66	.81	.79
114 Total Humanistic					-	.82	.98	.78	.74	.71
73 Total Behavioristic						-	.87	.70	.74	.71
187 Total Human & Behav							-	.80	.81	.76
1,215 Fla Students								-	.87	.93
724 Miss Students									-	.96
1,939 Total Fla & Miss St										-

N = 13 Types of Instructional Aids and Resources

All 45 correlation coefficients are significant at the .05 level.

$p < .01$, $r_s = .67$ $p < .05$, $r_s = .48$

Contrary to what one may (or hoped to) expect, these data also reveal that there is no difference between Humanistic and Behavioristic teachers in the degree to which their course objectives compare to the reasons why their students enroll in these courses; their courses include the topics and content their students want and desire to see included in their psychology courses; their own beliefs about what these courses should contain in the way of content are congruent to the content desires of their students; and their own beliefs about the types of instructional materials they would like to have available to use in these courses are congruent to the types their students would like to see them use to teach them psychological content. In short, these Humanistic and Behavioristic teachers were identical in the compatibility between their responses and those of their student along the variables described.

Hence, who comes closest to meeting the needs and wants of precollege psychology students? The answer is simple. Since these teachers are identical to one another and in their agreement with their students, the answer has to be that neither Humanistic nor Behavioristic teachers are closer to meeting the needs of their students. For this reason, those individuals who continue to insist that these labels do represent something significant in terms of what really takes place in the "real world of the classroom and school" must learn to accept the harsh reality of life and seek other labels to identify what they hope are more meaningful labels. The implications of these data and findings are far reaching. No less significant is the fact that there is now empirical support for the argument that Humanistic and Behavioristic approaches are not dicotomous but are indeed complementary to each other.

TABLE 1:

Comparison of Rankings for Course Objectives Between the Behavioristic and Humanistic Teachers^a

Objectives	Behavioristic Teachers			Humanistic Teachers			χ^2^b	p
	F	%	R	F	%	R		
A) Understand personal problems	50	86.2	1	92	93.9	1	1.77	.18
B) Understand myself as an indiv.	47	81.0	2	89	90.8	2	2.31	.13
C) Assist in life adjustment	44	75.9	3	88	89.8	3	4.42	.04*
D) Develop apprec. for psychology	40	69.0	4	56	57.1	9	1.68	.19
E) Prep for college psych courses	36	62.1	5	50	51.0	11	1.38	.24
F) Assist developmt of phil of life	35	60.3	7.5	72	73.5	4.5	2.34	.13
G) Cope with adolescence	35	60.3	7.5	72	73.5	4.5	2.34	.13
H) Eliminate misconpts abt psy	35	60.3	7.5	61	62.2	7.5	.00	.95
I) Apply psychological knowledge	35	60.3	7.5	61	62.2	7.5	.00	.95
J) Assist in future fam. planning	33	56.9	10	67	68.4	6	1.61	.20
K) Understand vocab. of psychology	32	55.2	11	55	56.1	10	.00	.96
L) Assist in vocational planning	8	13.8	12	29	29.6	12	4.19	.04*
M) Other	7	12.1	--	9	9.2	--	----	---

(N=58)

(N=98)

*p < .05

$$r_s(12) = .66, p < .02$$

bdf(1)

Florida Teachers

TABLE 2

Objectives Set For Courses Taught By The Humanistic
and Behavioristic Psychology Teachers

Objectives	Humanistic Teachers			Behavioristic Teachers			p ^a
	F	%	R	F	%	R	
a) Understand and accept self as an individual	16	100.0	1.5	13	86.7	1	.44
b) Understand personal problems	16	100.0	1.5	12	80.0	3.5	.20
c) Assist in life adjustment	14	87.5	3.5	12	80.0	3.5	.94
d) Apply psy. knowledge	13	81.3	5.5	10	66.7	6.5	.61
e) Develop appreciation for psychology	10	62.5	7	12	80.0	3.5	.50
f) Cope with adolescence	14	87.5	3.5	8	53.3	9.5	.09
g) Develop philosophy of life	13	81.3	5.5	9	60.0	8	.36
h) Eliminate misconceptions about psychology	8	50.0	8	12	80.0	3.5	.17
i) Assist in preparing for family life	7	43.8	9	8	53.3	9.5	.86
j) Prepare for college psychology courses	5	31.3	12	10	66.7	6.5	.11
k) Understand vocabulary	6	37.5	10.5	7	46.7	11	.88
l) Vocational planning	6	37.5	10.5	4	26.7	12	.79
m) Other	0	0.0	--	1	6.7	--	--

 $\bar{X}' = 8.00$

7.87

^ap based on Chi-square (df = 1)

Mississippi Teachers

TABLE 3

Comparison of the Rankings of Mississippi and Florida Student Data
for the Reasons They Enroll in Precollege Psychology Courses

Reasons	Mississippi Student Responses			Florida Student Responses		
	F	%	R	F	%	R
a) To help me understand and deal with my personal problems	446	61.6	1	628	51.7	1
b) To assist me in adjusting to life and in solving life's problems	394	54.4	2	561	46.2	2
c) To help me better understand and accept myself as an individual	386	53.3	3	555	45.7	3
d) To assist me in preparing for my future family life	341	47.1	4	438	36.0	5
e) To apply psychological knowledge to understand contemporary social problems and events	256	35.4	5	512	42.1	4
f) To prepare me for college psychology courses	254	35.1	6	434	35.7	6
g) To assist me in developing a basic philosophy of life	221	30.5	7	429	35.3	7
h) To help me cope with problems associated with emerging adolescence	216	29.8	8	285	23.5	9
i) To help me develop an appreciation for psychology as a field of scientific knowledge and inquiry	202	27.9	9	376	30.9	8
j) To eliminate many of the misconceptions I have about psychology and psychologists	142	19.6	10	222	18.4	11
k) To help me in my vocational planning	118	16.3	11	224	18.4	10
l) To assist me in understanding the vocabulary associated with psychology	104	14.4	12	202	16.6	12
m) Other	171	23.6	--	197	16.2	--

NOTE: The rank-order correlation coefficient for these two sets of data is .98 ($p < .001$). The $\Sigma d^2 = 6$.

TABLE 4

Reasons Why and Objectives For Precollege Psychology Courses as Established by These Humanistic and Behavioristic Teachers and the Reasons Why Secondary School Students Enroll in These Courses

OBJECTIVES/REASONS	Florida		Mississippi		Fla/Ms Combined			Fla/Ms Students		
	H	B	H	B	H	B	T	M	F	Comb.
a) Help Ss understand and deal with their personal problems	1	1	1.5	3.5	1	1	1	1	1	1
b) Help Ss understand and accept themselves as individuals	2	2	1.5	1	2	2	2	3	3	3
c) Assist Ss in adjusting to life & solving life's problems	3	3	3.5	3.5	3	3	3	2	2	2
d) Assist Ss in developing a basic philosophy of life	4.5	7.5	5.5	8	5	8	4.5	7	7	7
e) Help Ss cope with problems of emerging adolescence	4.5	7.5	3.5	9.5	4	9.5	4.5	8	9	9
f) Help Ss apply psychological knowledge to current problems	7.5	7.5	5.5	6.5	6.5	7	6	5	4	5
g) Help Ss develop an appreciation for psy. as field of scientific knowledge and inquiry	9	4	7	3.5	9	4	7	9	8	8
h) Help Ss eliminate many of their misconceptions abt psychology and psychologists	7.5	7.5	8	3.5	8	5	8	10	11	10
i) Assist Ss in preparing for their future family life	6	10	9	9.5	6.5	10	9	4	5	4
j) Prepare Ss for college psychology courses	11	5	12	6.5	11	6	10	6	6	6
k) Assist Ss understand the vocabulary associated with psychology	10	11	10.5	11	10	11	11	12	12	12
l) Help Ss in their vocational planning	12	12	10.5	12	12	12	12	11	10	11

TABLE 5

Comparison of Rankings For Topics Included Within Psychology Courses Between the
Behavioristic and Humanistic Teachers^a

Topics	Behavioristic Teachers			Humanistic Teachers			χ^2 ^b	p	p < .05
	F	%	R	F	%	R			
A. Mental illness	54	93.1	1	85	86.7	4.5	.9368	.3331	n.s.
B. Personality theory	51	87.9	2	88	89.8	1.5	.0091	.9240	n.s.
C. Abnormal behavior	49	84.5	3	73	74.5	8	1.5886	.2075	n.s.
D. Emotions	47	81.0	4.5	88	89.8	1.5	1.7077	.1913	n.s.
E. Mental health	47	81.0	4.5	86	87.8	3	.8292	.3625	n.s.
F. Social behavior	44	75.9	6.5	85	86.7	4.5	2.2978	.1296	n.s.
G. Intelligence	44	75.9	6.5	77	78.6	6	.0374	.8466	n.s.
H. Motivation	42	72.4	8	71	72.4	9.5	.0326	.8567	n.s.
I. Drugs, alcoholism, etc	41	70.7	9.5	71	72.4	9.5	.0027	.9586	n.s.
J. Learning and thinking	41	70.7	9.5	60	61.2	13	1.0454	.3166	n.s.
K. Parapsychology, ESP	40	69.0	11	62	63.3	12	.3015	.5829	n.s.
L. Mental retardation	38	65.5	12	51	52.0	16.5	2.1786	.1399	n.s.
M. The adolescent	35	60.3	13.5	74	75.5	7	3.2929	.0696	n.s.
N. History of psychology	35	60.3	13.5	51	52.0	16.5	.7077	.4002	n.s.
O. Growth and development	34	58.6	15.5	58	59.2	14	.0099	.9209	n.s.
P. Sensation and perception	34	58.6	15.5	49	50.0	18	.7689	.3806	n.s.
Q. Heredity and genetics	33	56.9	17	47	48.0	19	.8346	.3609	n.s.
R. Marriage and the family	32	55.2	18	56	57.1	15	.0053	.9420	n.s.
S. Love	29	50.0	19	64	65.3	11	2.9383	.0865	n.s.
T. Child care	19	32.8	20.5	36	36.7	20	.1082	.7422	n.s.
U. Human body, physiology	19	32.8	20.5	28	28.6	21	.1372	.7111	n.s.
V. Statistics	13	22.4	22	18	18.4	22	.1636	.6858	n.s.

^a $r_s(22) = .87, p < .001$

^bdf(1)

Florida Teachers

TABLE 6

Topics and Content Included in Courses Taught By The
Humanistic and Behavioristic Psychology Teachers

Topics	Humanistic Teachers			Behavioristic Teachers			p ^a
	F	%	R	F	%	R	
a) Personality theory	15	93.8	1	13	86.7	2.5	.95
b) Social behavior	14	87.5	2	13	86.7	2.5	.64
c) Mental illness	13	81.3	4	13	86.7	2.5	.94
d) Emotions	13	81.3	4	12	80.0	7	.71
e) Drugs, alcoholism, etc.	12	75.0	6.5	12	80.0	7	.92
f) Intelligence	10	62.5	9.5	12	80.0	7	.50
g) Motivation	10	62.5	9.5	12	80.0	7	.50
h) Mental health	13	81.3	4	10	66.7	13	.61
i) The adolescent	11	68.8	8	11	73.3	10.5	.91
j) Abnormal behavior	9	56.3	13.5	13	86.7	2.5	.14
k) Love	12	75.0	6.5	9	60.0	15.5	.61
l) Growth and development	9	56.3	13.5	11	73.3	10.5	.54
m) Mental retardation	9	56.3	13.5	10	66.7	13	.82
n) Learning and thinking	6	37.5	18.5	12	80.0	7	.04*
o) Marriage and the family	9	56.3	13.5	8	53.3	17	.84
p) Heredity and genetics	6	37.5	18.5	10	66.7	13	.21
q) Sensation and perception	7	43.8	17	9	60.0	15.5	.59
r) History of psychology	9	56.5	13.5	6	40.0	18	.59
s) Parapsychology, esp	9	56.5	13.5	6	40.0	18	.59
t) Human body-physiology	5	31.3	20	6	40.0	18	.89
u) Child care	2	12.5	21.5	5	33.3	21	.34
v) Statistics	2	12.5	21.5	3	20.0	22	.94

$\bar{X} = 12.8$

14.4

*p < .05

^ap based on Chi-square (df = 1)..

Mississippi Teachers

TABLE 7

Topics the Humanistic and Behavioristic Psychology Teachers Included in Their Courses and Those Topics Their Students Believed Should be Included in Psychology Courses Taught on the Precollege Level

TOPICS	Florida		Mississippi		Fla/Ms Combined			Fla/Ms Students		Comb.
	H	B	H	B	H	B	T	M	F	
a) Personality Theory	1.5	2	1	2.5	1	2	1	6	3	4
b) Mental Illness	4.5	1	4	2.5	5	1	2	7	5	6
c) Emotions	1.5	4.5	4	7	2	4	3	1	1	1
d) Social Behavior	4.5	6.5	2	2.5	3.5	5.5	4.5	5	2	3
e) Mental Health	3	4.5	4	13	3.5	5.5	4.5	10	14	13.5
f) Abnormal Behavior	8	3	13.5	2.5	9	3	6	8.5	6	8
g) Intelligence	6	6.5	9.5	7	6	7	7	15	13	13.5
h) Drugs, Alcoholism, etc.	9.5	9.5	6.5	7	8	9.5	8	4	10	7
i) Motivation	9.5	8	9.5	7	10	8	9	17	15.5	17
j) The Adolescent	7	13.5	8	10.5	7	12.5	10	12	8	10
k) Learning and Thinking	13	9.5	18.5	7	14	9.5	11	13	12	11
l) Parapsychology, Esp	12	11	13.5	18	12	12.5	12	14	11	12
m) Love	11	19	6.5	15.5	11	19	13	2	4	2
n) Growth and Developmt	14	15.5	13.5	10.5	13	14	14	16	15.5	16
o) Mental Retardation	16.5	12	13.5	13	16.5	11	15	10	9	9
p) Marriage & the Family	15	18	13.5	17	15	18	16	3	7	5
q) History of Psychology	16.5	13.5	13.5	18	16.5	17	17	20	20	20
r) Sensation & Percept.	18	15.5	17	15.5	18	15.5	18	21	18	19
s) Heredity & Genetics	19	17	18.5	13	19	15.5	19	18	19	18
t) Child Care	20	20.5	21.5	21	20	21	20	8.5	17	15
u) Human Body/Physiology	21	20.5	20	18	21	20	21	19	21	21
v) Statistics	22	22	21.5	22	22	22	22	22	22	22

98 Florida Humanistic Teachers

58 Florida Behavioristic Teachers

16 Mississippi Humanistic Teachers

15 Mississippi Behavioristic Teachers

114 Combined Fla/Ms Humanistic Teachers

73 Combined Fla/Ms Behavioristic Teachers

187 Combined Fla/Ms Humanistic/Behavioristic Teachers

724 Mississippi Psychology Students

1,215 Florida Psychology Students

1,939 Combined Fla/Ms Psychology Students

TABLE 8

Comparison of Rankings for Topics Teachers Thought Ought to be Included in Precollege Psychology Courses Between the Behavioristic and Humanistic Teachers^a

Topics	Behavioristic Teachers			Humanistic Teachers			χ^2 ^b	p	p < .05
	F	%	R	F	%	R			
A. Emotions	49	84.5	1.5	78	79.6	2.5	.2981	.5851	n.s.
B. Mental illness	49	84.5	1.5	72	73.5	5.5	1.9462	.1630	n.s.
C. Personality theory	47	81.0	3	83	84.7	1	.1372	.7111	n.s.
D. Motivation	45	77.6	5	70	71.4	8	.4306	.5117	n.s.
E. Abnormal behavior	45	77.6	5	67	68.4	10	1.1078	.2926	n.s.
F. Learning and thinking	45	77.6	5	66	67.3	11	1.3957	.2374	n.s.
G. Growth and development	44	75.9	7	71	72.4	7	.0783	.7796	n.s.
H. Social behavior	43	74.1	8	78	79.6	2.5	.3488	.5548	n.s.
I. Mental health	42	72.4	9.5	72	73.5	5.5	.0019	.9656	n.s.
I. The adolescent	42	72.4	9.5	69	70.4	9	.0071	.9327	n.s.
K. Intelligence	41	70.7	11	75	76.5	4	.3816	.5367	n.s.
L. Mental retardation	39	67.2	12	51	52.0	18.5	2.8545	.0911	n.s.
M. Sensation and perception	37	63.8	13	63	64.3	12	.0122	.9119	n.s.
N. Marriage and the family	36	62.1	14	55	56.1	16.5	.3137	.5754	n.s.
O. History of psychology	35	60.3	15	55	56.1	16.5	.1213	.7277	n.s.
P. Drugs, alcoholism, etc.	34	58.6	16	59	60.2	13.5	.0007	.9294	n.s.
Q. Love	33	56.9	17	59	60.2	13.5	.0564	.8123	n.s.
R. Heredity and genetics	31	53.4	18	56	57.1	15	.0797	.7778	n.s.
S. Parapsychology, ESP	30	51.7	19	51	52.0	18.5	.0163	.8985	n.s.
T. Child care	23	39.7	20	43	43.9	20	.1213	.7277	n.s.
U. Human body, physiology	22	37.9	21	40	40.8	21	.0348	.8520	n.s.
V. Statistics	19	32.8	22	36	36.7	22	.1082	.7422	n.s.
W. Other	2	3.4	--	11	11.2	--	-----	-----	-----

^a $r_s(22) = .85, p < .001$

^bdf(1)

Florida Teachers

TABLE 9

Topics The Humanistic and Behavioristic Teachers Thought
Should Be Included Within Precollege Psychology Courses

Topics	Humanistic Teachers			Behavioristic Teachers			p ^a
	F	%	R	F	%	R	
a) Personality theory	15	93.8	1	13	86.7	3.5	.95
b) Social behavior	14	87.5	2.5	12	80.0	9.5	.94
c) Emotions	13	81.3	4.5	12	80.0	9.5	.71
d) Learning and thinking	14	87.5	2.5	10	66.7	15.5	.34
e) Drugs, alcoholism, etc.	13	81.3	4.5	12	80.0	9.5	.71
f) Mental illness	12	75.0	6.5	13	86.7	3.5	.13
g) Intelligence	11	68.8	10	13	86.7	3.5	.45
h) The adolescent	11	68.8	10	13	86.7	3.5	.45
i) Abnormal behavior	11	68.8	10	13	86.7	3.5	.45
j) Mental health	11	68.8	10	12	80.0	9.5	.76
k) Marriage and the family	12	75.0	6.5	10	66.7	15.5	.91
l) Growth and development	10	62.5	13.5	12	80.0	9.5	.50
m) Motivation	9	56.3	15.5	13	86.7	3.5	.14
n) Love	11	68.8	10	10	66.7	15.5	.79
o) Mental retardation	8	50.0	17.5	12	80.0	9.5	.17
p) History of psychology	10	62.5	13.5	9	60.0	19.5	.82
q) Sensation and perception	8	50.0	17.5	10	66.7	15.5	.56
r) Parapsychology, esp.	9	56.3	15.5	9	60.0	19.5	.88
s) Heredity and genetics	6	37.5	20	10	66.7	15.5	.20
t) Human body-physiology	7	43.8	19	10	66.7	15.5	.36
u) Child care	4	25.0	21	6	40.0	21	.61
v) Statistics	3	18.8	22	4	26.7	22	.92

\bar{X} = 14.06

15.93

^ap based on Chi square (df = 1)

Mississippi Teachers

TABLE 10.

Comparison of the Topics and Content the Mississippi and Florida Psychology Students Believed Should be Included in Psychology Courses

Topics	Mississippi Student Responses			Florida Student Responses		
	F	%	R	F	%	R
a. Emotions	526	72.7	1	906	74.6	1
b. Love	512	70.9	2	788	64.9	4
c. Marriage and the family	509	70.3	3	714	58.8	7
d. Drugs, alcoholism, etc.	468	64.6	4	675	55.6	10
e. Social behavior	458	63.3	5	836	68.8	2
f. Personality theory	420	58.0	6	813	66.9	3
g. Mental illness	413	57.0	7	760	62.6	5
h. Abnormal behavior	388	53.6	8.5	722	59.4	6
i. Child care	388	53.6	8.5	532	43.8	17
j. Mental health	364	50.3	10	577	47.5	14
k. Mental retardation	359	49.6	11	684	56.3	9
l. The adolescent	340	47.0	12	694	57.2	8
m. Learning and thinking	339	46.8	13	632	52.0	12
n. Parapsychology, esp	331	45.7	14	637	52.4	11
o. Intelligence	321	44.3	15	620	51.0	13
p. Growth and development	309	42.7	16	548	45.1	15.5
q. Motivation	260	35.9	17	548	45.1	15.5
r. Heredity and genetics	248	34.3	18	427	35.1	19
s. The human body (physiology)	237	32.7	19	283	23.3	21
t. History of psychology	199	27.5	20	406	33.4	20
u. Sensation and perception	192	26.5	21	477	39.3	18
v. Statistics	120	16.6	22	247	20.3	22

NOTE: The rank-order correlation coefficient for these two sets of data is .87 ($p < .001$). The $\Sigma d^2 = 223$ (df-22).

TABLE 11

Topics the Humanistic and Behavioristic Psychology Teachers and Their Students Ranked As Topics That Should be Included in Psychology Courses on the Precollege Level

TOPICS	Florida		Mississippi		Fla/Ms Combined			Fla/Ms Students		
	H	B	H	B	H	B	T	M	F	Comb.
a) Personality Theory	1	3	1	3.5	1	3	1	6	3	4
b) Emotions	2.5	1.5	4.5	9.9	3	2	2	1	1	1
c) Social Behavior	2.5	8	2.5	9.5	2	8	3	5	2	3
d) Mental Illness	5.5	1.5	6.5	3.5	5	1	4	7	5	6
e) Intelligence	4	11	10	3.5	4	10	5	15	13	13.5
f) Motivation	8	5	15.5	3.5	10	4.5	6.5	17	15.5	17
g) Growth & Developmt	7	7	13.5	9.5	7	6	6.5	16	15.5	16
h) Abnormal Behavior	10	5	10	3.5	11	4.5	8	8.5	6	8
i) Mental Health	5.5	9.5	10	9.5	6	11	10	10	14	13.5
j) The Adolescent	9	9.5	10	3.5	8.5	8	10	12	8	10
k) Learning & Thinking	11	5	2.5	15.5	8.5	8	10	13	12	11
l) Drugs, Alcoholism,	13.5	16	4.5	9.5	12	14.5	12.5	4	10	7
m) Sensation & Percept.	12	13	17.5	15.5	13	13	12.5	21	18	19
n) Love	13.5	17	10	15.5	14	17	14.5	2	4	2
o) Marriage & the Fam.	16.5	14	6.5	15.5	15	14.5	14.5	3	7	5
p) Mental Retardation	18.5	12	17.5	9.5	9	12	16	10	9	9
q) History of Psychol.	16.5	15	13.5	19.5	16	16	17	20	20	20
r) Heredity & Genetics	15	18	20	15.5	17	18	18	18	19	18
s) Parapsychology, Esp	18.5	19	15.5	19.5	18	19	19	14	11	12
t) Human Body/Physiol.	21	21	19	15.5	20.5	20	20	19	21	21
u) Child Care	20	20	21	21	20.5	21	21	8.5	17	15
v) Statistics	22	22	22	22	22	22	22	22	22	22

TABLE 12

Summary of the Percentages, Adjusted Chi-Square Values, and Ranks Assigned to Types of Instructional Aids and Resource Materials The Florida Humanistic and Behavioristic Psychology Teachers Wanted to See Made Available to Them for Use in Teaching Their Precollege Psychology Courses

Type of Instructional Material	Humanistic Teachers		Behavioristic Teachers		Chi Square (Adjusted)	p
	%	R	%	R		
Materials for classroom experiments	74.5	1	74.1	2	.020	.89
Films	71.4	2.5	75.9	1	.174	.68
Simulation games	71.4	2.5	70.7	3	.007	.93
Filmstrips	59.2	4	62.1	4	.035	.85
Student workbooks	58.2	5	55.2	5	.039	.84
Value sheets	54.1	6	25.9	13	10.680	.00*
Overhead transparencies	53.1	7	46.6	6.5	.385	.54
Audio-cassette tapes	50.0	8	46.6	6.5	.063	.80
Newsletter for teachers	48.0	9	31.0	10	3.626	.06
Curriculum guide	35.7	10	31.0	10	.178	.67
Different kind of textbook	33.7	11	32.8	8	.003	.95
Reference service for students	32.7	12	31.0	10	.001	.97
Materials for slow learners	30.6	13	24.1	14	.468	.49
Career-related pamphlets	28.6	14	22.4	15	.431	.51
Posters of famous psychologists	22.4	15	27.6	12	.280	.60

*p < .001.

TABLE 13.

**Types of Audiovisual Aids and Other Instructional Resources
Desired by the Humanistic and Behavioristic Teachers**

Types of Materials	Humanistic Teachers			Behavioristic Teachers			p^a
	F	%	R	F	%	R	
a) Films	13	81.3	1	12	80.0	3	.71
b) Materials for classroom experiments	11	68.8	2	9	60.0	8	.89
c) Newsletter for teachers	10	62.5	3	10	66.7	5	.89
d) Filmstrips	9	56.3	5	13	86.7	1.5	.14
e) Cassette audiotapes	9	56.3	5	10	66.7	5	.82
f) Curriculum guide	9	56.3	5	8	53.3	10	.84
g) Overhead transparencies	8	50.0	7	9	60.0	8	.84
h) Simulation games	7	43.8	8	13	86.7	1.5	.03*
i) Value sheets	6	37.5	9	4	26.7	13.5	.79
j) Student workbooks	5	31.3	10	7	46.7	11.5	.61
k) Career-related pamphlets	4	25.0	11	9	60.0	8	.11
l) Reference service for students	3	18.8	12.5	10	66.7	5	.02*
m) Different kind of a textbook	3	18.8	12.5	4	26.7	13.5	.92
n) Posters of famous psychologists	2	12.5	14.5	7	46.7	11.5	.09
o) Materials for slow learners	2	12.5	14.5	3	20.0	15	.94
p) Other	1	6.3	--	0	0.0	--	--

 $\bar{X} = 6.25$

8.53

* $p < .05$ ^a p based on Chi-square (df = 1)

Mississippi Teachers

TABLE 14

Comparison of the rankings of the Mississippi and Florida student data for the types of audio-visual materials and instruction resources these students wanted to see their teachers use in teaching them psychology

Type of Material	Mississippi Student Responses			Florida Student Responses		
	F	%	R	F	%	R
a. Films/movies	577	79.7	1	946	77.9	1
b. Guest speakers	503	65.6	2	904	74.3	2
c. Filmstrips	462	63.8	3	574	47.2	5
d. Materials for classroom experiments	404	55.8	4	679	55.9	4
e. Simulation games	383	52.9	5	704	57.9	3
f. A weekly newspaper	289	39.9	6	441	36.3	6
g. Audio-cassette tapes	269	37.2	7	373	30.7	8
h. A reference service for students	193	26.7	8	437	36.0	7
i. Career-related pamphlets	188	26.0	9	291	24.0	11
j. Student workbooks	141	19.5	10	254	20.9	12
k. Value sheets	131	18.1	11	299	24.9	10
l. Different kind of textbook	116	16.0	12	344	28.3	9
m. Overhead transparencies	112	15.5	13	206	17.0	13
n. Materials for slow learners	98	13.5	14	137	11.3	14
o. Posters of famous psychologists	51	7.0	15	88	7.2	15
p. Other	42	5.8	--	57	4.7	--

NOTE: The rank-order correlation coefficient for these two sets of data is .95 ($p < .001$). The $\Sigma d^2 = 28$ ($df=15$).

TABLE 15

Instructional Aids and Resource Materials Desired by These Humanistic and Behavioristic Psychology Teachers For Helping Them Do a More Adequate Job Teaching Psychology and the Materials and Activities Their Students Wanted These Teachers to Use in Teaching Them Psychology. Rankings For All Items Regardless of Their Mutual Inclusion on Both Questionnaire Survey Forms

INSTRUCTIONAL AID/ RESOURCE ACTIVITY/MATS.	Florida		Mississippi		Fla/Ms Combined			Fla/Ms Students		
	H	B	H	B	H	B	T	H	B	Comb.
a) Films/movies	2.5	1	1	3	2	2	1	1	1	1
b) Materials for class-room experiments	1	2	2	8	1	3	2	4	4	4
c) Simulation games	2.5	3	8	1.5	3	2	3	5	3	3
d) Filmstrips	4	4	5	1.5	4	4	4	3	5	5
e) Student Workbooks	5	5	10	11.5	5	5	5	10	12	12
f) Overhead transparencies	7	6.5	7	8	6	7	6	13	13	13
g) Audiocassette tapes	8	6.5	5	5	8	6	7	7	8	7
h) Newsletter for teachers	9	10	3	5	9	9.5	8	-	-	-
i) Values clarification activities/value sheets	6	13	9	13.5	7	14	9	11	10	11
j) Curriculum guide for psychology courses	10	10	5	10	10	11	10	-	-	-
k) Reference service for students	12	10	12.5	5	12	9.5	11	8	7	8
l) Different kind of textbook	11	8	12.5	13.5	11	12	12	12	9	10
m) Career-related pamphlets on psychology for students	14	15	11	8	13.5	13	13	9	11	9
n) Materials for slow learners	13	14	14.5	15	13.5	15	14	14	14	14
o) Posters of famous psychologists	15	12	14.5	11.5	15	8	15	15	15	15
p) Guest speakers	--	--	--	--	--	--	--	2	2	2
q) A weekly newspaper for students	--	--	--	--	--	--	--	6	6	6

TABLE 16

Instructional Aids and Resource Materials As Ranked by These Teachers and Students
For Only Those Aids and Materials Which Were Common to Both Questionnaire Survey
Forms

INSTRUCTIONAL AIDS/ RESOURCE ACTIVITY/MATS.	Florida		Mississippi		Fla/Ms Combined			Fla/Ms Students		
	H	B	H	B	H	B	T	M	F	Comb.
a) Films/movies	2.5	1	1	3	2	1	1	1	1	1
b) Materials for class- room experiments	1	2	2	7	1	3	2	3	3	3
c) Simulation games	2.5	3	6	1.5	3	2	3	4	2	2
d) Filmstrips	4	4	3.5	1.5	4	4	4	2	4	4
e) Student workbooks	5	5	8	9.5	5	5	5	8	10	10
f) Overhead transparencies	7	6.5	5	7	6	7	6	11	11	11
g) Audiocassette tapes	8	6.5	3.5	4.5	8	6	7	5	6	5
h) Values clarification activities/value sheets	6	11	7	11.5	7	12	8	9	8	9
i) Reference service for students	10	9	10.5	4.5	10	9	9	6	5	6
j) Different kind of textbook	9	8	10.5	11.5	9	10	10	10	7	8
k) Career-related pamph- lets on psychology for students	12	13	9	7	11.5	11	11	7	11	7
l) Materials for slow learners	11	12	12.5	13	11.5	13	12	12	12	12
m) Posters of famous psychologists	13	10	12.5	9.5	13	8	13	13	13	13

A/REVIEW OF THE LITERATURE

Psychology has been included in the secondary school curriculum since the 1830's. By 1900, it was designated as a separate course with 12,368 students enrolled. By 1935, its growth had become so significant that the American Psychological Association (APA) organized a separate committee to study its progress.

The 1948-49 Biennial Survey of Education reported that enrollment had increased to nearly fifty thousand students (46,547 students). In the twenty years between 1932 and 1952, psychology courses in the high schools grew significantly faster than either sociology or economics courses.

The course gained in popularity and enrollment through the fifties and sixties. Records on student enrollment in 1961 indicated that over two hundred percent more students were taking the course than had taken it twelve years before. A sharp rise in schools offering the course and the increase in the number of states teaching psychology further attest to this growth. By 1972-73, 6,870 U. S. schools offered specific courses in psychology which enrolled 611,468 students. This enrollment figure represented 3.3 percent of all students enrolled in school during the 1972-73 school year and 8.8 percent of the enrollment in schools which offered these courses.

Studies of secondary school psychology courses during the past two decades have tended to substantiate each other. The following list briefly summarizes the important characteristics and facts relative to the status of precollege psychology:

1. Student enrollment and number of schools offering the course are rapidly increasing.
2. Students and teachers see the course as being valuable.
3. There is a need for psychology courses in the curriculum.
4. Courses are very popular among students.
5. Courses are offered in all fifty states.
6. Courses are most often one semester in length.

7. Courses are offered as an elective more often than as a required subject.
8. Psychology is not required in any state for graduation, but a few isolated schools require it for graduation.
9. Courses are more likely to be offered in schools with over 500 students enrolled.
10. Courses are primarily opened to seniors and juniors.
11. Girls are more likely to take the course than boys.
12. Whites are more likely to enroll in the course than blacks.
13. The course is offered in schools regardless of their urban-suburban-rural settings.
14. Personal adjustment and self-understanding are two of the most often stated objectives of the course.
15. Teachers tend to include in these courses the content and topics they believe ought to be included in psychology courses on this level.
16. Courses are usually assigned social studies credit.
17. Teachers are predominantly certified in social studies.
18. Teachers have little difficulty in identifying their approaches by the labels--"behavioristic" or "humanistic."
19. Teachers develop and use a great deal of materials such as popular magazines to supplement their courses.
20. Until 1973, the T. L. Engle and Louis Snellgrove textbook, Psychology: Its principles and application (various editions) was by far the most popular text.
21. More schools would offer the course if properly trained teachers and finances were available.

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